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REVISION OF THE NIS STANDARD GUIDE
TO MEET
PSYCHOLOGICAL WARFARE INTELLIGENCE NEEDS

REVISED
on the basis of suggestions from
Army, Navy, Air Force, U.S.I.A.

June 9, 1955

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DEPARTMENT OF STATE
WASHINGTON, D.C.
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CHAPTER IV

Section 40
Section 41
Section 42
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Section 40. Introduction

This Section should provide a concise synthesis of the general character of the society, its civilization, and social stability. The dynamic factors in the society and its cohesiveness and flexibility in relation to social change should be pointed out briefly. This Section should not be merely a summary of Chapter IV but should present a brief overview of the people and their society, with ^{such} historical factors woven into the text ^{as} ~~where~~ necessary to explain or give perspective to present-day social institutions, characteristics and attitudes.

The Section should answer succinctly and in broad terms such questions as the following, emphasizing wherever possible the interplay of significant forces and factors in shaping the society:

1. What are the main patterns and trends of social life and social organization? Are they based primarily on an agricultural or industrial tradition, on a mixed or other type of economy? What is the status of and relationships among the various classes, races, religious, nationality, or language groups?
2. What has been the effect of environmental factors (including locational, topographical and climatic factors as well as availability of natural resources) on a) population composition, growth and distribution, b) social organization, and c) cultural, including technological, development.
3. Is the society stable or unstable, is it confused, disunited, or imbued with a sense of common destiny and mission?
4. What are the dominant social motives of individuals? In broad terms what social values motivate behavior and how do social institutions reflect these values? Do the people have an individualistic or collectivist bent or tradition?
5. Is there a dominant tradition of learning, philosophical,

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scientific or artistic? Are the people predominantly literate or illiterate? To what extent is language a unifying factor or a barrier to unity and strength?

6. What are the most powerful internal and external forces molding public opinion and group behavior? What is the pattern of public opinion formation and of individual thought?

Such an evaluation should take into consideration the homogeneity of the population, its age or youth, its manpower resources, the attitude of the people toward their cultural-political heritage, and the adequacy of social institutions in meeting defined social needs. The relation of the society to neighboring nations, the U.S.S.R., and the United States, especially in regard to cultural development, should be noted.

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Section 41. Population

- A. General
- B. Size, composition and geographic distribution
 - 1. Size and composition
 - 2. Density
 - 3. Pattern of settlement
 - 4. Urban areas
 - 5. Internal migration
- C. Population structure
- D. Population change
 - 1. Historical growth and future trends
 - 2. Vital statistics
 - 3. Immigration and emigration
- E. Population problems and policies
- F. Comments on principal sources

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Section 41. Population

A. General

This subsection should provide an appropriate approach to the material in the remainder of the section. It should include a brief statement of the significant aspects of population as a whole and its major segments, giving the most important and distinctive demographic facts as they relate to economic, political and other major problems of the country. It should not be merely a digest of what follows.

B. Size, composition, and geographic distribution

1. Size and composition

Give the total size of the population by the most recent census or estimate. Identify the major segments, racial and/or ethnic (national), giving numbers, and regional distribution (with map if possible). Have realignments of boundaries or migrations due to war or economic or other disaster affected the composition of the population? In mixed population state definitions used by the national census for identifying individuals with these segments. For each major segment of the population, give quantitative data such as rural-urban ratio useful in understanding the significance of social, political, economic and other characteristics of these groups.

2. Density

Give data on the density of the total population of the area as a whole and present a table of area and population in the chief administrative subdivisions (province, departments, states, etc.) with number of persons per square mile, preferably accompanied by a map of population density.

3. Pattern of settlement

Discuss the general pattern of settlement - orientation toward the sea, natural resources, river commerce, industrial activities. Note characteristics of major segments of the population in the patterns

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of settlement. Give percentage of population which is rural and urban as defined by the census of the country under discussion. Is is concentrated in major agglomerations or dispersed and why? Note the extent to which the rural population is collected in villages, hamlets, or in isolated households.

4. Urban areas

Tabulate population of major cities and the chief metropolitan areas, including the total population of each with the percentages of the significant segments of the population. Comment on the patterns of settlement of these segments in metropolitan centers. Do they tend to form a symbiotic or diffused urban pattern?

5. Internal migration

Discuss the role of internal migration in the distribution of the population. Indicate the chief origins, destinations, causes of internal migratory movements, particularly rural-urban migration. Comment on seasonal migrations. Note any marked differences identified with the major segments of the population.

C. Population structure

Tabulate total population (in thousands) classified by five-year groups (0-4, 5-9, 10-14...65 and over) for males, females and total as of post war census or estimate for January 1 of the year of the NIS publication or NIS section cut-off date. Illustrate by using an age-sex pyramid. Is it a young or old population? Point out any significant deficit of males and state ages? Is there a large spinster or widowed population arising from late marriage, war casualties or other factors? Give number of single, married, widowed, divorced, and head of families with size of families.

Give similar data for significant segments of the population, (racial or ethnic) in so far as these are important. Compare these data for major segments and show their relationship to the statistics for the nation as a whole.

Indicate the percent of the total population in working ages (e.g. 15-64) and in dependent ages (e.g. 0-14 and 65 and over). Is there a marked variation from the national pattern in the various significant

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segments of the population? Is there a marked regional variation? Comment on the degree of dependency on the working population, pointing out any significant variations for major segments of the population. (Cross reference to Section 42 where pertinent.) Comment also on the size of the Armed Forces.

D. Population change

1. Historical growth and future trends

Cite the dates and figures for national censuses and note any special problems of census taking in the area. Give brief comparisons of population with neighboring or rival countries. Has the country been a population vacuum (of. France) or a source of outward population pressure (Germany and Japan)? Give best available estimates for casualties of World War II, military and civilian. What are the factors affecting growth and the present trends? Indicate prospective future population trends.

2. Vital statistics

Tabulate births, deaths, and excess of births over deaths for postwar years. Give vital rates per 1,000 of the population for postwar years and such earlier dates (e.g. averages for 1921-25, 1926-30, 1931, 35, and 1936-39) as are necessary to give proper prospective. If possible give infant mortality rates (infant deaths in first year of life per 1,000 births) for the same dates. Are there significant variations for major segments of the population? Comment on the major social, political, economic, environmental and mental and physical health characteristics affecting the vital statistics.

3. Immigration and emigration

If available, give table showing immigrants by country of origin and birth, and emigrants by chief country of destination for postwar years and summarized for prewar periods (cf. vital rates above). Indicate the residue of migration as measured by the number of foreign-born and the number of aliens and naturalized citizens. Discuss war migration across national borders and other population dislocations if any.

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E. Population problems and policies

What problems are presented by growth, decline or distribution of the population? Have these problems particular significance for major segments of the population? Note the attitudes of different groups of people toward these problems if ~~these~~^{they} are significant to national stability. What policies have been proposed or adopted by the government to affect the size or distribution of the population? Indicate migration policies and discuss the present and prospective role of migration and settlement in relieving population pressure or in developing thinly populated areas. Has the government adopted policies in regard to the encouragement of marriage and births, such as bonuses or taxation measures, the provision of housing or maternity and child care clinics, maternity health insurance, hospitalization or other benefits? Cross reference to Section 46 where appropriate, and to other NIS areas where these problems and policies have significant impact

F. Comments on principal sources

This subsection is to serve the following purposes:

- 1) To provide an evaluation of the principal source material used in preparing the Section and thereby inform the user of the general creditability to be accorded the intelligence contained in this Section.
- 2) To indicate those aspects of the subject about which information is deficient or unavailable and thereby provide collectors of information with collection targets. In this connection, the principal sources (not necessarily all sources) actually used should be indicated.

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Section 42. Characteristics of the people

- A. General
- B. Physical characteristics of the people
- C. Languages
 - 1. Distribution
 - 2. Content and structure
 - 3. Social significance
 - 4. International ties
- D. Social organization
 - 1. Class structure
 - 2. Minorities
 - 3. The family
 - 4. Local community
 - 5. Social groups and movements
 - 6. The elite
- E. Social values and attitudes
 - 1. Basic values
 - 2. Basic attitudes
 - a. Toward own society
 - b. Toward other societies
 - c. Toward international conflict
- F. Artistic and intellectual expression
- G. Comments on principal sources

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3. Social significance

To what extent are languages, dialects, or distinctive pronunciations identified with social or ethnic groups, and what is their prestige value (such as cockney English or Oxford English)? To what extent is language used as a tool of official policy (e.g. in the schools, on the radio, and in the armed services)? Comment on the attitudes of each of the major linguistic groups toward each other's language or dialect and their status in relation to the nationally dominant group.

4. International ties

Are these language groups related to similar groups across national boundaries? If so, comment briefly on the relations of these peoples of common language traits. Indicate the degree to which there is a local knowledge of English (including American English), and other foreign languages of the world. Note any significant attitudes of the people toward these languages and dialects which reflect a fundamental social sympathy or antagonism.

D. Social organization

1. Class structure

Describe and analyze the structure of the society indicating the basis upon which the important social status distinctions are made, whether racial, religious, economic or other, including the historical elements which have given rise to the present situation. What changes are taking place in the size and composition of the social classes? Indicate briefly the prestige factors which determine the individual's relative place in the social structure and the important influences of social status which mold individual behavior. What degree of social mobility exists? By what means can the individual gain or lose social status? Is upward mobility an important factor in individual motivation?

The traditional functioning of the society and the social forces at work which make for change in the social structure indicate the dynamic nature of the society. How does the changes taking place in the social structure affect individual behavior?

What are the effects of social divisions upon political activity and national solidarity? Do some classes combine for political power over other,

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What combinations of this sort now exist? Are social distinctions forgotten in a national emergency? To what extent do the various classes exercise leadership or control over national life and in what way? How are the leaders influenced toward the United States or other foreign countries by their class identification? (Cross reference to Section 59.)

2. Minorities

In the society are there groups which do not share fully in the rights and responsibilities of the dominant members of the society? Are such groups identified on the basis of religion, race, ethnic background or social status (like the untouchables in India)? Note their size in relation to the dominant group and to the society as a whole (cross reference to Section 41). Describe the distinctive features of each group major unassimilated group, and if a degree of isolation is maintained, what are the reasons? At what points do these groups have contact with the dominant society and what are their attitudes toward it? What are their attitudes toward each other? What special provisions are made for them under the laws of the land? Is there a problem of divided loyalties? What is their value as factors in the national strength or weakness? Summarize the social motivation of each minority group?

3. The family

Explain the characteristic forms of family and kinship groupings (whether single family, joint family, clan, etc.). Note important intra-family relationships (including the status of the father and the mother in the family, the relationships of the sons and daughters with their parents and brothers and sisters to each other). Discuss the prestige, privileges and responsibilities of women in the family. What is the place of old people in the family? Note any significant prevailing pattern of attitudes of adults in the family toward young people and their contacts outside the family? Comment on the disciplinary training of children and the processes and symbols of growth. Analyse the role of the family as a basic unit of the society. To what extent does family affiliation determine social status? Compare the family pattern and influence with that of the family in the United States. Do family patterns

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differ significantly for different segments of the population, racial, religious, regional, urban, or economic? Are family patterns changing; if so, in what direction and why? Special attention should be given in this subsection to marriage and those distinctive processes of child rearing from birth to maturity which demonstrably form or affect basic social attitudes. (See below under Social Values and Attitudes.)

4. Local community

Do the villages and cities display distinctive patterns for different regions or for different racial or ethnic groups in the society? For agricultural and industrial communities, rural and urban? Illustrate with photos. At what level of development are community facilities and services? How do the physical characteristics of these communities affect their social organization? Is there a concern and aptitude for sports and recreations? What are the customary leisure-time activities (e.g. dancing, sports, card games, etc.), and to what extent do the people engage in these activities? Does the community cooperate in providing facilities for these activities? To what extent does the family participate in community affairs? Are most marriages within the community or with persons coming from outside? What community patterns prevail for the care of the aged, the poor and the chronically sick? Is there social mobility in the local community, or do individuals seeking higher position have to move to other communities?

5. Social groups and movements

Note extent to which the people seek self expression and prestige through organized groups in the society and are traditionally "joiners". Describe important social groups (and movements) other than those formed on the basis of social status or family or those political, economic, labor, and military groups discussed elsewhere. This discussion might include such organizations as significant patriotic societies, veterans organizations, civic groups, secret societies, cooperatives (other than those covered in Sections 44 and 61), lodges, business and professional associations (not covered in Sections 43 and 44) women's organizations, youth and student movements, sports organizations, and other special interest groups not covered elsewhere.

Concerning each major organization indicate the size, geographic distribution, and character of membership, stated objectives of organization, and financial resources. Link together those groups which give expression to a clearly defined social movement such as the youth movement. Note those groups which have become targets of Communist infiltration, and extent of their vulnerability. A table listing these organizations and giving the essential data on each would be appropriate and valuable.

What important factors determine status, prestige, and leadership within each? What are the professed and apparent real aims? Estimate the influence of each organization as a center of group action and its strength in attitude formation. How are the attitudes of their members molded? Comment on the composition and distinguishing characteristics of the leadership within the group. Note attitudes and predispositions of each organization toward the United States, U.S.S.R. and other bloc countries, neighbors, other countries with which the society has ties of influence. Does it exert leadership in regard to major internal or foreign policies and what tools are used to influence the public? Comment on the leaders of each group with cross reference to Section 59 is appropriate.

6. The elite

Identify the national elite or chief elite groups, and comment from the following viewpoints: usual background of the elite membership, breadth of social base from which members are recruited, their education, the ease of admittance to the group, intra-group mores, nature and type of influence, training and discipline, their media habits, interest in and level of understanding of national and international problems, and basic attitudes and predispositions toward the United States, U.S.S.R. etc., manner of exercising influence and molding opinion, flexibility and accountability of the leaders and the response to them. To what extent does the public support them and by what means? Indicate probable future trends concerning their effectiveness.

What is the typical motivation of individuals of the elite group, to what extent are they satisfied or frustrated and what are their vulnerabilities both as individuals and as a group under the impact of domestic or foreign pressures? Are they likely to be subverted? In particular,

does the elite give expression to the expectations or needs of the society as a whole? What combinations of power, either through overlapping leadership or agreement on concerted action are apparent or likely to develop?

E. Social values and attitudes

1. Basic values

Describe briefly the central values of the society, especially those derived from religious and educational systems (refer to Section 43). For example, what are the major goals of the average individual -- material wealth, economic security, racial superiority, fulfillment of religious ideals, etc.? What are the generally accepted means of achieving these goals? What are the goals of the society as a whole -- material property, peace, conquest, preservation of the culture, propagation of a religion or ideology, etc? Do the means of achieving these accepted individual and collective goals accord generally with democratic or authoritarian standards? What are the characteristic fears both of the individual and of the whole society associated with the effort to achieve the respective goals? Indicate briefly any significant similarities and contrasts in basic values existing between the society concerned and the United States or other countries with which the society is intimately concerned.

Are the basic values undergoing change and, if so, what is the direction of this change, what are the chief factors causing it, and how rapidly is it proceeding? Is man's role conceived to be that of opposing, accepting, or provoking social change; of accepting his physical environment or changing it, for example, through adoption of improved methods of production or new modes of life such as urbanization?

What are the most effective sanctions motivating or inhibiting behavior, such as prestige, material rewards, ostracism, legal punishment, the outstanding beliefs, traditions, myths and taboos, etc? (Cross refer to Section 43 under Religion.) To what extent is deviant behavior from group norms tolerated?

Describe any significant rural-urban, ethnic, sex, class, or racial group differences in basic social values and motivations. Indicate the extent to which these differences threaten national solidarity.

2. Basic attitudes

Discuss under this subheading only the basic and more lasting attitudes rather than current public opinion which appears in other Sections. Identify the specific groups whose attitudes are presented. Where possible indicate major group differences from national norms. The attitudes discussed here should be the deep-seated concepts growing out of the basic value system. Cross reference to other Sections for attitudes on specific national, domestic, and foreign conditions or issues.

a. Toward own society -- Where specific data are available, information on such questions as the following would be pertinent: What group attitudes toward their own society and toward various classes in the society are developed by the culture and how are they molded? Is there a clear and widely held concept of patriotism? Do the people take pride in their nation, its history and achievements and in what do they take special pride? Note also basic attitudes and awareness of the people toward freedom or the subordination of the individual. What factors in the social experience of the various groups foster this attitude?

What are the prevailing attitudes in regard to aggrandizement of their nation? Are the economic conditions a source of dissatisfaction or group tensions? If consumer interests are organized, note the attitudes of these groups and the source of their leadership. Does the society support economic planning? What attitudes tend to divide the people into antagonistic groups? Are the unifying attitudes basically strong enough to prevent divisive attitudes from being a threat to the national solidarity?

What are the established national symbols (e.g. caricatures, slogans, national anthem, flag), and what is their present effectiveness as they operate upon individuals or groups? Comment briefly on the major social rituals such as national holiday celebrations, and on the texts of national songs or historical monuments and documents reflecting important symbols of the nation. Note their effectiveness in crystallizing thought and attitudes. What symbols are currently used by the leadership for

most effective persuasion, and on what motivations do they play most?
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What symbols appeal most to each important target group, such as labor?

In order to illustrate group attitudes, it is suggested that the following be examined briefly: The chief stereotypes of leaders and the behavior such stereotypes evoke, using the great leaders of the nation's past to illustrate. Do they consider leadership a group or individual responsibility and prerogative? What behavior is expected of followers? What emotions are attached to structured positions of leadership --- the crown, the governor-generalship, the presidency, the prime ministership, party presidency, etc. Is the people's attitude toward their leaders characterized by widespread feeling of cynicism, unquestioning worship, confidence, or something else? When appropriate point out briefly general characteristics of the key political figures as a group -- their social status, education, experience, and religious, political, and other group affiliations.

Cross reference to Section 59 wherever appropriate.

b. Toward other societies -- What are the basic attitudes toward peoples of other societies and other cultures -- curiosity, fear, friendliness, respect, hostility? How are these attitudes fostered? Do the people have interest in, and do they make an attempt to understand, cultures that differ from their own? Do the people consider their way of life superior to all others, or to certain others, and if so, which other? Do they understand, like or dislike, Americans and American culture, and for what reason? Other countries? Do any classes in the society identify themselves with foreign groups? Similarly what are their attitudes toward Soviet citizens, nations, and culture or those of other Communist societies? What caricatures do they use to designate foreigners? (Cross reference to Section 55.)

Is there a prevailing attitude in favor of cooperation with other nations in the achieving of common goals and, if so, among what segments of the society is this attitude most marked and how much effect does it have on national policy? How are these attitudes expressed? Cross reference to Chapter V where appropriate.

c. Toward international conflict -- What are the marked attitudes toward war as an instrument of foreign policy, toward military activities and traditions, toward military service, and toward national defense,

(including civil defense)?

by the class origins of the military leaders? Do veterans hold a position of prestige in the society? Cross reference to Section 55 for attitudes on national policies.

F. Artistic and intellectual expression

Describe briefly outstanding intellectual, literary, artistic, religious, and other forms of expression with the primary aim of indicating what symbols are traditionally used to evoke behavior according to the patterns described in other parts of this Section. Is each form of expression founded on well-developed native traditions or borrowed? Discuss briefly popular or folk music, folk art and folk theater (e.g. traditional pageants, pantomines, etc.). Indicate the degree of popular appreciation of or participation in the various types of artistic expression. Does the symbolism derived from the outstanding achievements appear static or in a state of flux? What are the extent and pace of present-day changes? Do artists and intellectuals enjoy prestige in the society? To what extent are artistic forms and "schools of thought" (philosophical, scientific, literary, etc.) important as expressing or determining the national outlook? Identify important individuals and evaluate their work in this regard. Intellectual and artistic organizations should be discussed here with reference for details of organization included above under Social Groups and Movements.

G. Comments on principal sources

This Subsection is to serve the following purposes:

1) To provide an evaluation of the principal source material used in preparing the Section and thereby inform the user of the general credibility to be accorded the intelligence contained in the Section.

2) To indicate those aspects of the subject about which information is deficient or unavailable and thereby provide collectors of information with collection targets. In this connection, the principal sources (not necessarily all sources) actually used should be indicated.

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Section 43. Religion, Education, and Public Information

- A. General
- B. Religion
 - 1. Significance of religion in the country
 - 2. Principal faiths
 - a. Size and distribution
 - b. Organization and facilities
 - c. Leadership
 - d. Tenets, practices and official attitudes
- C. Education
 - 1. Education in the national life
 - 2. Educational system
 - 3. General content of instruction
 - 4. Noncurricular activities
 - 5. Educators
- D. Public Information
 - 1. Communications development, use and control
 - 2. Press and periodicals
 - a. Important individual newspapers
 - b. Press services
 - c. Periodicals
 - 3. Book publishing
 - a. Publishing houses
 - b. Distribution
 - c. Foreign publications
 - 4. Libraries
 - 5. Motion pictures
 - a. Domestic production
 - b. Distribution
 - c. Foreign films
 - 6. Radio and television
 - 7. Other means of communication
- E. Comment on Principal sources

A. General

This subsection should provide an appropriate approach to the material contained in the remainder of the Section. It should include a brief statement of the role and relative importance of religious, educational, and informational institutions in shaping the life and outlook of the people. It should not be merely a digest of what follows.

B. Religion

1. Significance of religion in the country

Indicate the relationship between the government and religious groups including government policies and the reactions of religious elements to them. Estimate the influence of religious affinities and differences on national unity and stability. What is their effectiveness as a barrier to subversive movements? Discuss the extent and ways any of the prevailing beliefs are compatible with or influenced by either Communism or the democracies of the West.

2. Principal faiths

a. Size and distribution -- Give the number, percentage and distribution of inhabitants adhering to the principal faiths. Include important sects. Illustrate with a map if available. Indicate whether specific religious faiths are linked with specific ethnic, linguistic, or racial groups.

b. Organization and facilities -- Give a brief account of the organizational structure of each major religious group. Is there an established church? Discuss the churches and other buildings, schools, real estate and other interests, and finances of each religious group. Describe any organizational ties the groups have outside of the country, e.g., with the Vatican and the World Council of Churches.

c. Leadership -- Discuss the spiritual and lay leadership, the extent and manner organized, educational qualifications, position of leadership in the society, and inter-relationship with other religious leaders. Include in the discussion of each a statement on the role of women. Discuss also the extent of control over its leadership exerted by the church

d. Tenets, practices and official attitudes -- Describe the traditional tenets and practices of the principal faiths which have special importance for the society, including deviations in the faith, resulting antagonisms and their significance. Indicate the extent to which formal church adherence actually reflects religious faiths and practices. Discuss the official position taken by the various religious organizations on secular matters in general and toward specific national and international political, social and economic problems. Note the influence such actions have on national life.

Describe the part religion plays in the nation's culture and its effect on the value system. (Cross reference to Section 42.) Discuss the status of religious leaders in community and national life. Indicate features of religion which are important in the daily life of the people and in their relations with and attitudes toward foreigners. Are there sympathies or antipathies toward those of other sects or faiths within the country or in other countries for religious reasons?

Discuss the activity and influence of Christian missions in the society. Discuss any major antireligious movements or organized persecution of particular religious groups.

C. Education

1. Education in the national life

Present the character of education and estimate its thoroughness and effectiveness. Is education compulsory and through what grades? How well is compulsory attendance enforced? Are text books and/or instruction slanted? Is academic freedom guaranteed and respected? Discuss the aspirations of the government and the people in regard to the development of education and the progress being made toward achieving the system's goals (e.g., education for the many or few, coeducation, educational and teaching opportunities for women at all levels). Discuss the nature of educational opportunities available to the various socio-economic classes and the incentives or lack of incentives involved; and especially where opportunities for formal education are lacking or inadequate, discuss the educational role of the family and other social groups.

Comment on the college-level student group, in regard to class, origin, motivations, position in the society, media habits and attitudes on national and international problems, particularly in regard to the United States and U.S.S.R. Describe the role of educated persons in the society. Estimate the success or failure of the regime in gaining the support and loyalty of students at various educational levels, of teachers and of other intellectuals. Discuss the level of literacy and educational achievement, as a whole, and with reference to socio-economic classes and women. Explain the extent and effectiveness of efforts to reduce illiteracy or broaden educational opportunity.

If the country has been the recipient of, or contributor to a program for the exchange of students, professors and others with foreign countries, has this contributed materially to the knowledge and attitudes of the people or their leaders? It is suggested that the broad significance of the educational exchange programs be discussed here with reference to specific developments, past and present, such as the Boxer Indemnity and Fulbright programs.

2. Educational system

Indicate briefly the general organization of education, both public and private, from elementary schools through the universities, including facilities for adult education, vocational and industrial training, and graduate education. Describe the position of public education in the governmental structure. What is the role of research institutions? Point out notable inadequacies of the educational system. Discuss student-faculty relations, and living and recreational facilities.

3. General content of instruction

Discuss the content of formal education, its major emphases, e.g., acquisition of formal knowledge or technical and practical knowledge, and its effect. Indicate the control of government or other groups over such content and any types of political pressures on administration, faculty, and students.

Describe the changes in content of education during the past generation and its effect on important age groups now or soon to be active in public life. What role does education play in inculcation of prevailing mores,

ideology, and orientation toward the nation's history? Estimate its impact on attitudes toward foreigners and foreign nations, especially the U.S.S.R. and the United States, U. S. civilization, and use of English.

4. Noncurricular activities

Discuss the extent to which the school authorities at the primary, secondary, and university levels encourage noncurricular activities by providing facilities, professional guidance, and controls. Note the agencies other than schools which provide trained leadership or other assistance to the schools for specialized noncurricular activities for students at different educational levels. How well developed and important, for example, are student publications and associations? Are there noncurricular student political military or other significant activities? Note the extent to which student activities have social and political significance beyond the schools groups. To what extent have the student activities been influenced by subversive elements? Cross refer to Section 42 for student organizations of national importance and their relation to youth movements; to Chapter V, Section 53, Political Dynamics and Section 57, Subversive; and to Chapter VIII, for military activities.

Are student activities of an international character encouraged by educators? For example, foreign language clubs, organized student vacation visits to foreign countries and organized entertainment of foreign students, correspondence with foreign students, fraternal association and/or support of foreign "sister institutions", etc., should be discussed, noting specific programs, the countries preferred in such activities, and the extent and nature of governmental assistance provided. Note especially student activities in relation to the United States and U.S.S.R.

Is student participation in noncurricular activities a factor in later career development? If so, to what extent and how is this influence exerted? Is student leadership in noncurricular activities democratically chosen or predominantly determined by the student's social or political status or by the school authorities? Is there any fraternal association among student groups or leaders from different schools (e.g. student editors, inter-college sports, etc.) and, if so, by whom is it fostered? Is there national interest in this type of association and in student leaders?

5. Educators

Discuss the level of competence of those responsible for the administration and teaching at the various levels of education, in both public and private schools. Include not only the school administrators and teachers but also national, provincial and local officials charged with the administration of education and the members of boards of education or other policy groups.

Give the number of teachers in relation to the student body, their general socio-economic level and other background factors, their educational level, how they are selected. How do their rates of pay compare with those of other professional groups? Discuss their prestige in the community, their media habits; awareness, interest and level of understanding of national and international problems; and prevailing attitudes toward the United States and U.S.S.R. Note any marked predispositions and attitudes as a group. To what extent are teaching appointments politically determined? Do teachers have permanent job tenure and pension provisions? Assess their role as molders of opinion within and without the schools. What contribution do they make to industry, labor, and government, and to the formulation of national policy and how? Is there a marked difference between the characteristics of the teaching force in rural and urban areas; in different sections of the country; in different types of schools? Note the number of women teachers at each level and any special limitations in their appointment, training, advancement, or pay.

Discuss the training of teachers at various levels in relation to the prevailing concepts of pedagogy. What qualities are considered essential to a good teacher and what provisions are made to inculcate these qualities? How large a proportion of the teachers have training and/or experience abroad? Does the educational system utilize this foreign experience and does it provide additional prestige and advancement for the teachers? To what type of foreign training is greatest prestige attached?

Important teachers associations or organized groups should be identified, with a description of each major organization, including its size, geographic distribution, level of teaching of its members, and other characteristics of

membership, objectives, finances, program of activities, influence over members and on the status of the teaching profession as a whole, publications, national meetings or conventions, vulnerability to subversion, and character of the leaders. Note the group's international ties, if any. In some cases tabular presentation of these data may be desirable.

D. Public information

This subsection is designed to provide overall presentation of on the level of development of public information. Chapter V, Section 58, Propaganda, presents an integrated analysis of governmental and nongovernmental action designed to influence behavior and collective attitudes in support of national policies.

1. Communications development, use, and control

Describe briefly the level of development of mass communication of ideas and information. Note the principal and most popular media of communication used, noting the extent and characteristics of their use. What is the relative importance of other media, and the chief purposes for which they are characteristically used. For example, to what extent are word-of-mouth (e.g. rumor cafe talk, grapevine) and non-written signals, e.g. drums used? What are the main media used for dissemination of news and information and transmission of messages. How extensively are postal, telegraph and telephone systems used? Are they adequate? How are records kept and information stored (e.g. archives, legends etc.)? Are movies, radio and television well developed means of communication?

Do the uses of different forms of communication differ among social strata? What are the main barriers to different types of communication within and between groups? Is any social significance attached to different forms of communication? Note briefly the medium in which people tend to place the most trust and why? To what extent, and how, does government use the various media of communication?

Is freedom of speech and of the press guaranteed (coordinate with Section 51,D)? Discuss the degree of responsibility assumed by the government in this field, noting specific laws and/or administrative machinery designed to control communication and all types of public

information and/or protect guarantees of freedom. Note the extent of government financial support of the various media. Note the overall extent of government or other forms of censorship, control, or influence over media including significant subversive or foreign influence.

Note the nature and scope of important professional groups in the communications field, such as editors, publishers, writers, and producers. Give in tabular form, where suitable, location, size, character and qualifications of members, aims and objectives of leadership, amount of influence exerted, and orientation toward the United States and U.S.S.R.

2. Press and periodicals

Under this subheading should be noted the level of development of the industry as a whole, the nature and extent of the audiences reached, languages used, the nature and source of content, the nature and influence of ownership and control in the industry, including interlocking interests; sources of news; relative influence on public opinion; and the general characteristics of the system of distribution. Note the extent of use of foreign publications, those that are most popular, the language in which written, the source of origin and agencies of distribution.

a. Important individual newspapers -- Describe important individual newspapers, using the tabular form if suitable, and covering the following points: name, location, language, frequency of publication, circulation, audience reached, source of revenue, ownership and control, political leanings, editorial policy including general policy toward the United States and U.S.S.R., key editorial personalities, relative influence, physical plant, and estimates of the amount of space given to national and international news and other subjects.

b. Press services -- Describe the important domestic and foreign press services available including U.S. agencies. Indicate the extent to which each service is used; the type of news for which each is relied upon; the accuracy and reputation of the service (domestic only); the extent of coverage provided; and any outstanding editorial personalities.

c. Periodicals -- Describe and analyze generally along the same lines as noted for newspapers above.

3. Book publishing

Describe and analyze the overall book publishing industry in terms of total size of press runs and sales, location, physical facilities, quality and type of output, price structure, languages used, exports, markets reached, ownership and control, political leanings, subsidization, censorship, and influence.

a. Publishing houses -- Identify and describe the principal book publishing companies, covering the following points: name and location, ownership and control, physical facilities, press runs and sales and significance. Use tabular form where suitable.

b. Distribution -- Describe the distribution system, giving the number and location of major wholesalers or regional distribution points and retailers, and include some information on the system with regard to ownership and control, size of various establishments, and evaluation of the medium.

c. Foreign publications - Comment on the extent of importation of foreign books, the type most widely circulated, and special government regulations concerning their importation and distribution.

4. Libraries

Describe the system and general types of libraries, covering: size and popularity, control, location, method of operation, character of stock, and groups reached.

5. Motion pictures

Briefly describe the industry and medium as a whole covering such points as: audiences reached, languages used, popularity of various types of films, both domestic and foreign, and the audiences they most appeal to; imports as compared with domestic production; sources of foreign films; places and hours of showing; extent of government censorship and control; leading personalities; and general effectiveness as a medium.

a. Domestic production -- Describe domestic production facilities covering: number of companies and location; volume and type of films produced; ownership and control; sources of financing; physical plant and facilities; sources of equipment; technical quality; artistic quality; political orientation; and leading actors, directors, and producers involved.

Note foreign investment, foreign technical assistance, and foreign talent used in domestic production.

b. Distribution -- Describe the distribution system and the methods of exhibition, giving the number, location and capacity of theaters, and analyzing ownership and control, technical equipment (size of projectors, screens, etc.), frequency of showings, and prices.

c. Foreign films -- Discuss the distribution of foreign films including: the volume used, analyzed by country of source, the channels of importation, the major agencies of distribution, and government or other controls. Note the relative screen time afforded U. S. and non-U.S. films and estimate the long-term affect of U.S. pictures on public attitudes and opinions.

5. Radio and television

The physical plants, equipment, and technical quality of radio and television stations are discussed in some detail in Chapter III, Section 38 and Supplement III. Describe here each overall medium, giving the number of broadcasting networks and stations and their location with relation to the potential audience and covering the following: languages used, general characteristics of ownership and control, source of financing, source of news, number of receivers by wave bands and distribution, general characteristics and economic status of listeners, estimated total size of audiences, type of programs most popular, most popular listening hours, vulnerability of media to use for subversive propaganda (cross reference to Section 57), political leanings, important personalities, and relative influence and effectiveness of medium. Also describe any important managerial or professional groups and organizations connected with the media.

Important individual networks and stations should be described also with coverage of the following: name, call letters, and location; ownership and control, source of revenue, program schedules, types of programs with an indication of their degree and source of popularity, languages used, hours of broadcasting, political leanings, program personalities, and relative popularity and influence. Note which networks and stations are foreign sponsored and list the foreign elements involved.

6. Other means of communication

Discuss other mass media of communications such as public address systems, posters, pamphlets, leaflets, wall newspapers, mobile theaters, balloons, etc., using in general the criteria listed in the subsections above. Include also, where pertinent, information and analysis of word-of-mouth, person-to-person communication (rumors, whispering campaigns, public meetings, cafe talk, etc.), and indicate (if not already covered in A. General above) to what extent informal word-of-mouth communication supplements or contradicts the regular mass media.

E. Comments on principal sources

This subsection is to serve the following purposes:

1) To provide an evaluation of the principal source material used in preparing the Section and thereby inform the user of the general credibility to be accorded the intelligence contained in the Section.

2) To indicate those aspects of the subject about which information is deficient or unavailable and thereby provide collectors of information with collection targets. In this connection, the principal sources (not necessarily all sources) actually used should be indicated.

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Figure 43-1. Principal Media of (Country), (Date)

| Name, Place, and Frequency of Production | Languages(s) Used | Circulation or audience | Key Production Personnel | Government or private owner- ship | Comments |
|--|----------------------|----------------------------|-----------------------------|---|----------|
|--|----------------------|----------------------------|-----------------------------|---|----------|

- A. General
- B. General manpower resources
 - 1. Civilian labor force
 - a. Industrial distribution
 - b. Occupational distribution
 - c. Occupational status
 - d. Geographic distribution
 - 2. Governmental services personnel
 - a. Armed forces
 - b. Police and other governmental personnel
 - 3. Labor reserve
- C. Standards and practices of employment
 - 1. Utilization of the labor supply
 - a. Manpower control
 - b. Utilization of capabilities
 - c. Unemployment and underemployment
 - 2. Wages
 - 3. Working conditions
 - 4. Productivity
 - 5. Mobility of labor and hiring practices
 - 6. Forced labor
- D. Management
 - 1. Characteristics of management
 - 2. Organization of management
 - 3. Management leadership
- E. Labor
 - 1. Organization of labor
 - 2. Political ties
 - 3. Leadership
- F. Labor-management relations
 - 1. Labor problems
 - 2. Collective bargaining
- G. Labor legislation and government policy
- H. Comments on principal sources

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A. General

The purpose of this Subsection is to provide an appropriate approach to a full consideration of the problem of manpower and its capabilities. It should not be merely a digest of what follows in the remainder of the Section. How have the basic characteristics of the society affected manpower utilization? Has it developed a scientific maturity in the utilization of manpower and the exploitation of its natural resources? What is the dominant economic activity? Has it a primitive or mature economy? Is the society rigidly organized along economic lines or is there a fluid situation? Analyse briefly the extent of opportunities for economic advancement, utilization of specialized schools and trainings, attitudes toward work, especially manual labor, the role of the individual in choosing his occupation and the extent to which these factors are an influence in national attitudes or social unrest.

Describe briefly the extend and nature of the organization of major business, financial, industrial and other management groups and the cooperative and labor organizations, indicating the status and prestige of such groups in the society. Do they work together harmoniously or do they clash? Does this affect the national strength and stability? Has the society had experience in centralized governmental control of its manpower resources in the past, and what is the situation today? To what extent is forced or slave labor utilized and what is its significance to the economy?

B. General manpower resources

In view of the fact that the manpower of a country includes not only those currently engaged in economic activity (the labor force including both civilian labor force and governmental services personnel) but also all those who could participate in case of crisis (labor reserve), give a brief summary and evaluation of the total manpower potential. Statistically this would include all those between the ages of 15 and 64 exclusive of the mentally and physically disabled. Of the total manpower potential, what proportion are now in the labor force, (including the armed forces)? Comment in regard to the age-sex distribution. (See Section 41.) Illustrate, if possible, by a labor force pyramid superimposed on the population pyramid. Comment on racial or other minority groups in the labor force.

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Of the total manpower resources, what percentage are trained and

experienced in the techniques required for the modern industrialized segment of the civilian economy? How large a percentage are trained and/or experienced in a primitive or subsistence economy? Are there skills readily transferrable to meet modern industrial or military requirements or would this segment of the population qualify only as unskilled workers?

1. Civilian labor force

It is expected that the following analysis will not only establish the size and occupational distribution of the labor force but will evaluate the capabilities of the various categories and groups within the labor force. Analyse the characteristics of the labor supply as shown through quantitative statistics, pointing out trends and factors of special importance to the development of a modern industrialized economy. Note the occupational specialization of minority groups, if such exists.

a. Industry distribution -- Show the distribution of the labor force by industry groups, in tabular form if possible, commenting where possible on the significance of numbers employed to the operations of the industry including agriculture. Discuss the trends in mechanization and other factors necessary to an understanding of the statistical data.

b. Occupational distribution -- For many countries, because of the methods of reporting labor statistics, breakdowns will be available for either industry group or occupation but not for both. Where possible give both, with an appraisal of the extent to which occupations are found in industry groups. The data for each occupational group in the table should show number of males, and females, and percentage of total labor force. Also analyse the labor force as to the proportion of managerial, technical, skilled, and unskilled workers, if possible with a breakdown for age and sex. Comment on the manner and extent to which the mechanization of industries have affected occupations. Include comment on the established professions with cross references to other sections where pertinent.

c. Occupational status -- Analyse the distribution, based on a statistical table, of the employed (including unemployed), the self-employed and the employers by industries, with an age-sex breakdown. Comment on the prevailing retirement age and other well-established manpower practices bearing on this distribution. Note the extent of family employment and the size of the

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entrepreneur class in relation to wage workers.

d. Geographic distribution -- Indicate the significant aspects of geographic distribution of the workers, especially as to concentrations of types of workers and skills in specific localities. If possible illustrate with a map showing the locations of major types of industries and the approximate number of workers employed, indicating whether these areas are predominantly rural or urban. To what extent do the areas offer a variety of occupations? Are they areas in which there is a high degree of competition for certain types of skills or for unskilled labor?

2. Governmental services personnel

a. Armed forces in relation to the civilian labor force -- What percentage of the population are in the armed forces? Are there women in the armed forces and for what type of work are they eligible? Do the armed forces provide training in skills which are transferrable to the civilian economy? (Cross reference to Chapter VIII.) Show the manpower used in the armed forces by means of an age-sex pyramid superimposed on the total labor force pyramid. Indicate what percentage of the population is enrolled in the military reserve forces and would not therefore be available to the civilian economy in case of total mobilization. Indicate also if possible the percentage of the civilian labor force which is composed of veterans of the armed forces.

b. Police and other governmental personnel -- In some countries the police and other governmental personnel constitute a large element of the population. An evaluation of this situation has an important bearing on the burden imposed on the economic manpower and should be noted. How large a civilian force is employed by the government to service the military and in what types of work are they utilized? Is there a large police, fire-fighting, protective, and custodial force maintained by the government? (Cross refer to Section 54.)

3. Labor reserve -- Discuss the proportion of the manpower potential now economically dependent in full or in part and the extent to which the problem is met by the state through old age insurance and other social security measures. (Cross reference to Section 46 for a fuller discussion of these measures.)

Discuss briefly the characteristics and activities of the labor reserve (not now in the labor force), pointing out skills and experience of the residue which would be available in time of emergency. Note the customs of the society

which would condition the full utilization of this potential. To what extent and how are women educated and employed? What is the attitude and practice of the society in regard to the employment of children? Are there religious or social taboos concerning types of employment for special classes or groups in the population? Of the residue, how many are now in training (school) or apprenticed for entrance into modern industrialized activities? Is there a marked difference between men and women in the training and experience they receive? Comment on the practices and policies concerning the utilization of those over 65 years of age.

C. Standards and practices of employment

1. Utilization of labor supply

Is there any centralized planning on the utilization of the labor supply, on the part of management, labor, or the government? Describe the overall pattern of practices and attitudes of workers and employers in regard to the method and degree of employment. Discuss the activity of management, labor and the government policy formulation and practices in regard to employment. Is forced or convict labor used by the government?

a. Manpower control -- Are there government manpower controls over all labor, or over important segments such as over those with scarce skills; or is it an entirely free competitive labor market? Were there wartime manpower controls and, if so, comment on the organization of the manpower resources and the degree of public support.

b. Utilization of capabilities -- Is the labor supply utilized to its fullest capacity? Is the economy sufficiently fluid for the worker to move upward as he develops his skills through training and experience? Can he become a manager or employer? And are there social distinctions (based, for example, on class, family, race or religion) or other impediments to the free exercise of a worker's ability in the securing of suitable employment? State whether any trades or other occupations are the special province of any particular religious, ethnic, or other groups. If so, indicate any institutional or other handicaps, to efficient development of the manpower potential?

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c. Unemployment and underemployment -- Unemployment is one factor which operates against full utilization and its causes should be briefly discussed. What industries and what occupations are most affected? Identify that part of the labor force which has the largest number available but not actively employed. They may include migrant, refugees, displaced persons, workers laid off through cutbacks, those in process of changing jobs, unpaid workers (dependents who are usually family helpers) and victims of misfortune (on relief). Discuss technological unemployment. Do technically, trained or educated personnel experience difficulty in securing employment because of the system of recruitment such as the appointment of family connections, political preference, or preference for heads of families? Discuss the special problem of youth in competition with older workers, women, and racial or other minority problem of employment. Discuss from standpoint of availability and qualification for work and also as possible sources of economic and social unrest. What is their attitude toward the system of which they are a part? Do they have the assistance, public or private, to which they feel that are entitled? (Cross reference to Section 46). Does their economic status create an element of instability for the society as a whole?

Discuss under-employment and the industries in which this most prevalent. What are its causes? To what extent and in what types of work are partially disabled workers and convicts and prisoners employed?

2. Wages

Describe methods of wage determination. Indicate briefly trends of wage rates and real earnings and the effects on these government wage-price policy. Where possible, show the range of wage rates paid skilled, semi-skilled, and unskilled labor, and of salaries paid white-collar and professional workers. Specify wage rates for both men and women; include also beginners' pay and that for apprentices, young workers. Indicate "low-wage" and "high-wage" industries and trends in the wage gap between them. In those economies where compensation is paid wholly or partly in kind, indicate nature of payment. What additions to real income are derived from such items as social services and family allowances, housing and purchasing discounts, old age pensions, sickness insurance, etc? What is the attitude of workers toward the wage scale?

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3. Working conditions

Indicate briefly the character of working conditions in general and in important industries. To what extent are working conditions controlled by the government? Is there a highly developed understanding of industrial hygiene and occupational hazards and are the workers insured against disaster? Are specialized clothing and safety devices required? If possible, include pictures of typical working conditions in major industries. To what extent are housing, stores and other community facilities and services provided or controlled by management? Are the working conditions and fringe benefits or lack of them a source of employee discontent?

4. Productivity

Discuss the productivity of labor in agriculture and other important branches of production, with special reference to human and technological factors affecting output, e.g., ability and willingness of labor to learn new techniques, and adjust to the demands of the work situation, system of training, quota system, interchangeability of manual labor, managerial ability, government and union restrictions, and incentives such as high pay, job security, status factors, and other benefits. How much do absenteeism, work-slowdowns and other forms of worker-resistance affect production? Are they an indication of social unrest?

5. Mobility of labor and hiring practices

Discuss methods of recruiting, systems of apprenticeship, labor contracts, training with pay, conscription, etc. Can labor move freely from geographic location, from occupation to occupation and from industry to industry? How much and what kind of labor movement is there; e.g., primarily seasonal, or sporadic? Have well-defined trends developed? Does this movement of labor indicate a condition of instability or growth?

6. Forced labor

In these areas where forced labor exists, present a quantitative and qualitative analysis of the forced labor population, including sources and methods of procurement, geographic distribution, nature and conditions of forced labor camps and work (food, housing, guard system, etc.) and physical

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and medical care available. What is the life expectancy? Comment on the rights and penalties of families of forced laborers. Are there provisions for releases, paroles, movement and utilization? What are public attitudes toward forced labor and what is the attitude of organized labor.

D. Management

1. Characteristics of management

Evaluate owners and managers in business, industry and agriculture as a group. Does absentee ownership constitute a manpower problem? Is corporate ownership a characteristic of the economy? Is there a large class of salaried top and middle management employed by private industry and government? To what extent are they trained in the methods of scientific management? Discuss for the levels of management educational practices and information facilities, international ties and exchanges, especially with the United States and U.S.S.R. In addition to an overall appraisal and description of the entrepreneur and management groups, such questions as the following should be noted; the part management plays in national life; regard for the public interest as opposed to personal interest; and predispositions and attitudes toward the role of government and toward national policies

Include a brief description and analysis of U.S. and other foreign industrial and professional activities in the country in regard to information and training programs and when significant, what the attitudes of the people are toward such activities.

2. Organization of management

To what extent are employers organized? List the major organizations with their constituent members, giving the basis of the organization and their separate and total membership. State the objectives and structure of each organization and describe the way in which they operate. If they are primarily a pressure group cross reference to Section 53. Note also professional and technical associations and analyse the part they play in raising the standards of management. Note the part they have played in the development of national economic and political policies.

3. Management leadership

Comment on the leaders of business and industry with cross reference to Section 59. Is there a close tie between military, government and industrial

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leadership? Note the international ties of management and the part they play in public policy.

E. Labor

Describe the prevailing patterns of work, exclusive of management and the armed services, indicating whether these are in process of change and, if so, what forces are precipitating such change. Is the work which is necessary for the maintenance of the economy done largely by a labor force highly specialized and highly organized in unions, or by people working in traditional family, clan or caste patterns of association? Are there any pronounced pattern of work related to ethnic or political factors in the community (e.g., as a result of colonialism)? If the economy is in process of change from nonindustrialized agriculture, crafts or herding to modern industry, including mass production, note the occupation(s), geographic areas and segments of the population most affected by the change. What percentage of the civilian labor force is working in occupations which are frequently unionized in industrial societies and compare this number with the actual extent of unionization.

1. Organization of labor

List the national federations of labor organizations each with its major constituents showing the basis of their organization (whether industry or occupation) and their separate and total membership. Describe briefly the characteristic structure, tactics, aims, policies and financial support of organized labor. Do the unions have any international affiliations? Discuss the major objects which they wish to achieve, noting where pertinent, their attitude on such questions as:

- The wage-price policy of the government
- Efforts to increase productivity
- Vocational training
- The relocation of industry and land redistribution
- The use of foreign labor
- Foreign enterprise
- National defense

2. Political ties

Cross reference to Section 53 to indicate briefly the political affiliations of organized labor and political role it plays. Has the government or any non-labor group established or sponsored any labor organizations? If so

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why? Note reaction of labor. To what extent and how does labor participate in the formulation of national political and economic policies? Discuss the attitude of the government toward organized labor.

3. Leadership

Is labor well established and highly representative of industrial and agricultural workers? Is the labor movement an indigenous development or inspired and/or organized by outside interest? Comment on the calibre of its leaders and their training for leadership. What degree of control can or do the leaders exercise over the rank-and-file? To what extent does the opinion of the rank-and-file influence the leaders? What is the attitude of organized labor and labor leaders toward non-support and non-conformity within the country? What is the attitude of the public press and important elements of the population toward it? Note its international affiliations and the part they play in public policy. Comment on the leaders in the labor movement. (Correlate with Section 58.)

F. Labor management relations

1.. Labor problems

What is the customary relation between the native employer and his employee? Is large scale employment a characteristic of the country's economy or is it a characteristic of only a special type of work or region? To what extent do labor-management relations involve foreign employers and/or foreign workers and what special significance does this have in interesting the government in the problems of labor?

What are the specific sources of friction? What are the causes of the problems requiring solution? What are the prevailing methods for settling these disputes?

2. Collective bargaining

Indicate the extent and character of collective bargaining, the number and duration of strikes and lockouts and the methods of dealing/disputes. Are there

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Section 46. Welfare

- A. General
- B. Levels of living
- C. Social problems
- D. Social security
- E. Comments on principal sources

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Section 46. Welfare

A. General

This subsection should provide an appropriate approach to the material contained in the remainder of the Section and should not be merely a digest thereof. It should contain a brief statement of the level of public welfare and its relationship to national strength or weakness and unity or disunity. The prevailing attitudes of the people toward governmental or private responsibility for improving the public welfare and toward various needy and dependent segments of the population, as well as the dominant ideals of social welfare, should also be dealt with here. What are the general types of public and private groups engaged in social welfare work? Note the traditional concept of the government of its responsibilities in the field of public welfare and indicate recent trends.

B. Levels of living

Describe the general material welfare of the population as reflected in diet, clothing and housing (including electrification plumbing and heating) and recreation, and compare it with that of the people of some other countries including the United States. (Cross refer to Section 45 for health and sanitation) Discuss major class or regional variation in material welfare and significant gaps between actual levels of living and the country's existing standards of living. Is any group particularly affected by an adverse wage-price relationship? Give particular attention to important related social tensions. Are standards of living well defined for different social classes and are the differences a source of resentment?

C. Social problems

Discuss the various social situations which appear to have significant adverse affect upon the public welfare, clearly indicating those situations which the society itself regards as threats to its values. For example, is prostitution and the traffic in women and children or the use of narcotics of such proportions as to have an important adverse effect on the public welfare and does the society itself regard these as social problems constituting a threat to its values or causing them to be vulnerable to subversive influences? Comment in this connection also on extensive slums, alcoholism, juvenile delinquency, begging, vagabondage, etc. Comment on the incidence of crime as an indicator of social problems and of the effectiveness of the authorities in providing

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solutions to these problems. (Cross reference as appropriate to Section 54.)
Examine the causal factors underlying and the tensions generated by the social problems. Are technological innovations or other cultural changes at the root of these problems?

D. Social security

This subsection should deal with important public and private practices, modern as well as traditional ones still in use, designed to or having the effect of protecting and assisting dependents of those in need of help. Where pertinent describe the laws and the extent of their operation, including unemployment and other social insurance, old age pensions, joint family arrangements, maternity aid, aid to dependent children, aid to the aged and physically handicapped, provisions for emergency relief, etc. To what extent and in what way do political leaders regard these?

Important public and private groups engaged in social welfare work should be identified and discussed. Information should be given on each concerning its objectives, its source of support, the type of personnel directing its activities, and the public attitude towards its services. A brief statement should be made concerning the nature of the work carried on and the location of its major endeavors.

Is there a nucleus of professionally trained and prestige-bearing personnel to provide leadership in this field? Discuss social service training facilities.

E. Comments on principal sources

This subsection is to serve the following purposes:

1) To provide an evaluation of the principal source material used in preparing the Section and thereby inform the user of the general credibility to be accorded the intelligence contained in the Section.

2) To indicate those aspects of the subject about which information is deficient or unavailable and thereby provide collectors of information with collection targets. In this connection, the principal sources (not necessarily all sources) actually used should be indicated.

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CHAPTER V

Section 50
Section 51
Section 52
Section 53
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Section 55
Section 57
Section 58
Section 59

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Section 50. Introduction

The Section should serve as a political introduction both to the country and the chapter, drawing upon chapter content but not presenting a summary. It should show the strategic significance of the political aspects of the country. Include a brief overall evaluation of the political strength and international influence of the nation in terms of degree of national unity, will to independence, strength of purpose, fighting spirit, relative stability and efficiency of the political system, locus of power, the nature and significance of the relationships between the military and political systems, and basic objectives of the government and the nation at home and abroad.

Historical factors affecting present day political attitudes and institutions should be woven into the above discussion to the extent necessary to explain these attitudes and institutions. (Political background material in Section 50 should be so correlated to the discussions of historic setting in Sections 40 and 60 that together they will give a rounded picture of significant social, economic, and political history.)

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Section 51. The Constitutional System

- A. General
- B. Constitution
 - 1. Origin and development
 - 2. Principal features
- C. Constitutional position of the legislative, executive, and judicial branches
- D. Civil and religious rights and privileges
- E. Comment on principal sources

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Section 51. The Constitutional System

A. General

This subsection should provide an appropriate approach to the treatment of the material contained in the remainder of the Section. It should be brief and should show the significant historical background of the nation's constitutional system, taking into account such factors as traditional respect for and adherence to constitutional processes and civil rights. Features which differentiate the present constitution from those of the past and of other countries may also be considered briefly. The subsection should indicate the relationship between the constitutional system and the degree of national political stability and efficiency. Include an estimate of the degree of popular support of the constitution.

B. Constitution

1. Origin and development

Discuss the immediate background of the formation of the constitution, the political, economic, and social groups dominant in its adoption, the foreign influences present, and the extent to which it represented public opinion at the time of adoption.

2. Principal features

Delineate the features of the constitutional system needed to grasp its character, including a definition of the type of government established, the relationship between the provisions of the constitution and the actual practices of the government, its economic and social provisions, and unusual provisions. Attention should be given to the degree of flexibility, to constitutional and legal provisions for amendment compared with actual practices in order to indicate popular control over constitutional change, and to provisions for, and actual practice in, handling disagreement in interpreting the meaning of the constitution.

C. Constitutional position of the legislative, executive, and judicial branches

Briefly compare the constitutional and legal position and powers

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with actual practice. (Reserve description of organization and procedure of executive, legislative, and judicial agencies for Section 52.)

D. Civil and religious rights and privileges

Give the constitutional and legal provisions and a statement of the actual situation in respect to civil and religious rights and privileges, considering especially freedom of speech, press, radio, assembly, organization, and religion, but also including other rights and privileges peculiar to the country. The rights and privileges of foreigners, particularly Americans, should be examined and compared with those of nationals. With respect to the suffrage, only law and practice concerning the qualifications of electors, such as age, sex, and property should be considered. (Percentage of the population excluded from voting and extent of actual participation in elections should be left to subsection 53C.)

E. Comments on principal sources

This Subsection is to serve the following purposes:

- 1) To provide an evaluation of the principal source material used in preparing the Section and thereby inform the user of the general credibility to be accorded the intelligence contained in the Section.
- 2) To indicate those aspects of the subject about which information is deficient or unavailable and thereby provide collectors of information with collection targets. In this connection, the principal sources (not necessarily all sources) actually used should be indicated.

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Section 52. Structure of the Government

- A. General
- B. Central government
- C. Regional government
- D. Local government
- E. Dependencies and associated states
- F. Comments on principal sources

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Section 52. Structure of the Government

A. General

This subsection should provide an appropriate approach to the treatment of material contained in the remainder of the Section and should be brief. It should take into consideration conditions, situations, and practices which alter operation or organization of government as provided for in the constitution. There should be a discussion of the relationship of the central, regional, and local governments. It might also indicate the extent to which the framework for regional and local government differs from that established for the nation as a whole. Indicate the nature and degree of popular participation at all levels of government and the extent to which government officials are political leaders. Describe briefly the general characteristics, qualifications and performance of the bureaucracy as a group. Note any significant regional or other variations.

B. Central government

Describe briefly the legislative, executive, administrative, and judicial organizations and procedures of operation, including a limited study of the major agencies of each. Character of personnel should be included, with specific reference to significant individuals. (Correlate with Section 59.)

Any significant demands for change on the part of influential groups, e.g., the military, should be pointed out with cross reference to Section 53. The material should be presented in such a way as to give the reader a clear conception of the effectiveness of the agencies and the actual locus of power in formation and administration of public policy.

In discussing the judicial organization characterize the body of law, written or unwritten, upon which the system is based. Point out any significant deviations in actual practice with the code. In this and other subsections, avoid excessive quotations from laws and regulations (Refer to Section 54 for discussion of the penal code.)

C. Regional government

Delineate the major political subdivisions, e.g., states in the

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United States, and describe structural organization and procedures of operation. It may be essential to include some data given above in cases where an understanding of the nature of the regional governments is necessary to an understanding of the operations of the political systems as a whole.

D. Local government

The considerations applicable in subsections B and C above are applicable here.

E. Dependencies and associated states

Discuss types of dependencies (colonies, trust territories, protectorates), their governmental organization and relation to the mother country, the extent of internal conflict and its domestic and international implications. (Tabular treatment may be used to supplement discussion.) Describe the structure and internal relationships of associations of states (e.g., British Commonwealth of Nations, French Union, etc.) which have grown out of previous colonial relationships. Where a country has no dependencies, omission of this subsection is appropriate and such lack of dependencies would then be mentioned in Subsection A.

F. Comments on principal sources

This Subsection is to serve the following purposes:

- 1) To provide an evaluation of the principal source material used in preparing the Section and thereby inform the user of the general credibility to be accorded the intelligence contained in the Section.
- 2) To indicate those aspects of the subject about which information is deficient or unavailable and thereby provide collectors of information with collection targets. In this connection, the principal sources (not necessarily all sources) actually used should be indicated.

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Section 53. Political Dynamics

- A. General
- B. Political parties
- C. Electoral procedures
- D. Pressure groups
- E. Comments on principal sources

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Section 53. Political Dynamics

A. General

This subsection should provide an appropriate approach to the material contained in the remainder of the Section. It should outline the salient features of the political system, indicating the locus of political power, the nature of political leadership and the manner in which it is exercised, the extent to which political power is used within or outside of the constitutional system, and the degree of governmental and constitutional stability and instability arising out of the political system. It should discuss the development and extent of political awareness among the people and should indicate the degree to which education and past experience prepare them for political responsibility. Throughout the subsection an effort should be made to relate political surface phenomena to underlying social, economic and cultural forces, with cross references to the appropriate Sections in Chapter IV. In this connection attention should be given to the political effects of such social tensions as class struggles, labor-management tensions, the aspirations of minority groups, religious beliefs and similar factors. Finally, the subsection might compare the system of political dynamics and its leadership with those of the United States or other appropriate countries.

B. Political parties

This subsection should set forth the constitutional and legal provisions defining a party, regulating membership, governing collection and expenditure of money, and the control of campaigns. These should be compared with actual conditions and significant proposals for change. The major existing parties should be described -- including economic, social, and religious interests represented, internal organization, avowed program, position on major issues of national policy, attitudes toward the United States, U.S.S.R., and other foreign nations, propaganda and propaganda methods, finances, recruitment, rank-and-file control, and intraparty disputes. Mention should be made of the outstanding national leaders and their major influence on party policies. (Correlate with Section 59.) The function of the parties in the formation of public opinion as well as their own susceptibility to propaganda, both foreign and

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domestic, should be analyzed. A brief account of the history of political parties should be included where necessary to explain trends in political alignments and objectives. There also should be a comparison of party strength at the national, provincial, and local levels. Significant concentrations of strength should be noted, and an effort should be made to estimate the role played by each party in provincial and local government as well as in national affairs. Quasi-political parties or groups having political influence to an extent greater than that normally attributed to pressure groups should be discussed here. Portray the major party distribution (or other significant parties) to include the ratio of party strength to the population, urban and rural, extent and location where there has been a significant turnover in party membership at any level. As appropriate use graphics or tabular presentation.

C. Electoral procedures

This subsection should describe in detail the mechanics of important elections, evaluating them as representative procedures. It should include the important constitutional and legal provisions governing the character of the ballot, guarantees of secrecy, accuracy of counting and a discussion of actual practices. It should also note any significant demands for change. With respect to the suffrage, the groups excluded, percentage of population excluded, and the extent of actual participation should be discussed in detail.

D. Pressure groups

This subsection should examine in detail the function of pressure groups in the political system, the manner in which political pressure is exercised and its effect upon the political process. It should discuss the constitutional and legal position with respect to lobbying, propaganda, expenditure of money, and participation in elections, as well as the extent to which public opinion sanctions, tolerates, or disapproves the exercise of political pressure by private groups. It should identify the groups or organizations of major importance, indicating the race, size and character of membership, organization, financial resources, their media habits, and relation (if any) to foreign governments of each group or organization. When feasible, this information should be presented in tabular form. Mention should be made of the outstanding national leaders and their major influence on the groups with which they are associated. (Correlate with Section 59.) An effort should be made to estimate the influence of each group in national and local affairs, and its over-all ability to affect/interests. In U.S.

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addition, the discussion should bring out the position of these groups on major issues of national policy, their attitudes toward the United States, U.S.S.R., and other foreign nations, their propaganda and propaganda methods, and the role they play in molding public opinion, as well as their own susceptibility to propaganda, both foreign and domestic. Whenever appropriate, cross reference should be made to Section 58. The treatment of pressure groups should differentiate between groups specifically organized for the purpose of influencing government policies and activities other than through elections or subversive action, and those special interest groups that are primarily organized for other purposes, but that may act as political pressure groups when the occasion demands. Only the former are to be given primary treatment in this subsection; the latter, including labor unions, employers' organizations, consumer cooperatives, veterans' groups, youth movements, and similar organized groups whose membership, organization, finances, etc. have been discussed at length in other Sections of the NIS (notably Sections 42, 44, and 46), should be treated merely in connection with the issues on which they become pressure groups, making cross references to the appropriate NIS Sections.

E. Comments on principal sources

This subsection is to serve the following purpose:

- 1) To provide an evaluation of the principal source material used in preparing the Section and thereby inform the user of the general credibility to be accorded the intelligence contained in the Section.
- 2) To indicate those aspects of the subject about which information is deficient or unavailable and thereby provide collectors of information with collection targets. In this connection, the principal sources (not necessarily all sources) actually used should be indicated.

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Section 54. Public Order and Safety

- A. General
- B. Police system
- C. Penal system
- D. Comments on principal sources

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Section 54. Public Order and Safety

A. General

This subsection should provide an appropriate approach to the material contained in the remainder of the Section. It should include a brief discussion of the conditions affecting the maintenance of public order and safety, including public attitudes toward the administration of justice. The subsection should indicate any significant aspects of the police and penal system as a whole, such as size, adequacy, extra-legal procedure, or importance as a political, social, or economic force, which distinguish it from those of other areas.

B. Police system

A brief description should be given of the organization and operation of the police system, including a discussion of the relation to other parts of the government. Also describe briefly the criminological facilities (such as fingerprinting and fingerprint files), techniques of riot-control, organization and jurisdictions of forces for suppression of crime (including traffic in narcotics), and the extent of use of police informers. What are the attitudes of the public toward the police system? What is the general ability of the police to preserve public order and safety? Illustrate, where applicable, with recent incidents that have left a mark on the minds of the people.

Discuss the police personnel, with respect to honesty and efficiency, the social base from which the personnel are recruited, the attributes of leadership, the type of indoctrination and training received, relations between officers and men, intra-service rivalries, discipline, incentives, and in general any factors affecting the morale of the police and the spirit in which they approach their task. The social standing of the police and the extent to which police officers can become national leaders should be discussed.

C. Penal system

A brief description should be given of the organization and operation of the penal system including its basic position in the legal system, relation to other parts of the government, honesty and efficiency of administration, and the public attitude toward it. Indicate abuses of ethical jurisprudence from the standpoint of the society under discussion. This subsection should

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include a discussion of the criminal codes and procedure, types of offenses and punishments, legal or constitutional rights of the individual (with a cross reference to Section 51,D) and the extent to which these rights are respected in practice, the incidence of crime, and the prison and reform system. In discussing the rehabilitation of former criminals special attention should be given to women and juvenile delinquents. Explain the differences, if any, in the handling of criminals and others sentenced to forced labor for major or minor criminal or political offenses.

In discussing the penal institutions, including forced labor and concentration camps, note the governmental agency responsible for overall administration and control component of the forces exercising local jurisdiction and depict by map, where feasible, the number and location of penal institutions and camps, giving the name, location and size of each, distribution of estimated total in such institutions by main categories of inmates, such as political prisoners, criminals, ethnic groups, religious sects, foreigners, etc. Note work conditions and morale, effectiveness of indoctrination system, policy in regard to length of sentence, term of actual service and screening for return to private life. What are the restrictions placed on released prisoners? (Correlate with Section 44.)

D. Comment on principal sources

This subsection is to serve the following purposes:

- 1) To provide an evaluation of the principal source material used in preparing the Section and thereby inform the user of the general credibility to be accorded the intelligence contained in the Section.
- 2) To indicate those aspects of the subject about which information is deficient or unavailable and thereby provide collectors of information with collection targets. In this connection, the principal sources (not necessarily all sources) actually used should be indicated.

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Section 55. National Policies

- A. General
- B. Domestic policies
- C. Foreign policies
- D. National defense policies
- E. Comments on principal sources

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Section 55. National Policies

A. General

This subsection should provide an appropriate approach to the material presented in the remainder of the Section. It should be used to discuss briefly the fundamental political, psychological, economic and social factors necessary to understand national policies as a whole -- e.g., their origins and the major factors conditioning their formulation and implementation, including characteristics of individual policy-makers (with cross reference to Section 59). In some instances, it may be necessary to emphasize the impact of history upon the development of national policies. This subsection might also set forth the important interrelationships among domestic, foreign, and defense policies, especially as to cause and effect, disproportionate emphasis, and inconsistencies and conflicts. The popularity of national policies as a whole and their significance to the political system might be discussed. Any significant differences in the extent of public awareness, interest and level of understanding of national problems and policies in contrast to international should be noted. Detailed discussion of domestic, foreign, and defense policies should be left to the following subsections.

B. Domestic policies

This subsection should provide a general statement on domestic policy as a whole and analysis of major issues and individual policies that are fundamental to the stability of government, that preoccupy public opinion, or that strongly affect foreign and defense policies. Important domestic issues or policies treated in detail elsewhere in the NIS, especially in Chapters IV and VI and in other Sections of Chapter V, should be discussed briefly here with appropriate cross reference. Such discussions should emphasize long standing and probably continuing trends, and should include a brief consideration of the characteristic political reactions of the people (mistrust of power, informal political forums, etc.), the implementation of policies, and the effects of domestic policies upon the political system. In individual instances, it might be advisable to show the extent to which the domestic policies are patterned after or integrated with those of another government. The attitudes of the principal opinion-forming

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groups toward important individual issues or policies should be discussed in some detail. Whenever such groups have been given primary treatment in other Sections of the NIS (e.g., political parties and pressure groups in Section 53, social organizations in Section 42, religious groups in Section 43, labor unions in Section 44) cross reference should be made to the appropriate Section.

C. Foreign policies

This subsection should present as concisely as possible the important relations of the country to and its alignment with individual countries and major power blocs, the extent of participation in international organizations and the extent of popular satisfaction with foreign policies and their conduct. The organization and powers of foreign policy-making components and their relations to other agencies of the government should supplement, as necessary, the treatment given in Section 52. The subsection should treat such factors as evidence of desire for rectification of borders, measures for exchange of population, measures of expulsion of ethnic groups, extent of adoption of immigration quotas, and efforts to extend control over foreign areas. A discussion of major treaties and agreements of a strategic nature, particularly those with the United States, should be included. There should be a brief discussion of the attitudes of government leaders and various groups of the people toward foreign nations (particularly the U.S.S.R., and the United States and Americans) and toward international organizations (especially the United Nations or regional groupings for defense or other purposes), and toward foreign investments and foreign aid and the causes underlying these attitudes. Public attitudes and popular support for policy in this and the following subsection should be discussed primarily in relation to specific, current issues, leaving the sociological and psychological analysis of basic and more lasting attitudes to Section 42, to which reference should be made. While the discussion should indicate whether the attitude of a group or of the public at large on a specific issue is deeply rooted or of a more ephemeral nature and whether it can more or less

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easily be influenced by propaganda, it should not attempt a detailed analysis of the processes of opinion formation or of prevalent social values of the society.

D. National defense policies

This subsection should discuss the present defense policies of major political importance, including civil defense, and the influence of these policies upon domestic and foreign policies. A discussion of World War II policies and postwar changes may be included to provide necessary perspective. The subsection should describe the role of the defense establishment and of the armed forces in the government as far as it affects defense policies. Differences in viewpoint between the military establishment and the civilian policy-making bodies which are significant in the formulation of defense policies should be pointed out. The subsection should also discuss wartime morale and the influence upon defense policies of official and popular reactions toward war, rearmament, and compulsory military training. It should identify important organized groups (such as veterans' organizations) that seek to influence the government, the legislature or public opinion on issues of national defense. It should estimate the impact of action by these organizations on specific policies, but it should leave the primary treatment of these groups to appropriate other Sections of the NIS such as Sections 53, 42, 43, and 44.

E. Comments on principal sources

This subsection is to serve the following purposes:

- 1) To provide an evaluation of the principal source material used in preparing the Section and thereby inform the user of the general credibility to be accorded the intelligence contained in the Section.
- 2) To indicate those aspects of the subject about which information is deficient or unavailable and thereby provide collectors of information with collection targets. In this connection, the principal sources (not necessarily all sources) actually used should be indicated.

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Section 57. Subversive

- A. General
- B. Soviet and Communist subversive activities
- C. Other subversive activities
- D. Comments on principal sources

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Section 57. Subversive

A. General

This subsection should provide an appropriate approach to the material presented in the remainder of the Section. It should be used to discuss the fundamental factors affecting subversive capabilities in the country. Toward this end it should analyze the underlying social, political, diplomatic, religious, cultural, and economic factors making for susceptibility or resistance to Communist or other subversion. Vulnerabilities should be related to the social structure, cultural values, political institutions, and economic conditions as discussed in other Sections of Chapter IV, V, and VI. Particular attention should be given to manifestations of social disunity and to target groups that are responsive to subversive action or propaganda.

This subsection should present an overall picture of subversive activities from within or without directed against the country, identifying the principal subversive groups and estimating their relative strength, discipline, and influence. It should review government policy with respect to subversive activities, including the policy and attitude of the country's political leadership, legislative and administrative measures designed to contain and control subversion, and the effectiveness of police and security forces in dealing with subversive activities. The subsection might conclude with an estimate of subversive capabilities and an analysis of subversive trends. Separate and detailed discussion of Communist and non-Communist subversive activity should be left to the following subsections.

B. Soviet and Communist subversive activities

This subsection should include a discussion of Soviet and Communist subversive activities within and directed against the country, with emphasis upon the activities of 1) the Communist Party, 2) Communist or Communist-dominated trade unions, and 3) Communist front organization, designed to appeal either to the nation as a whole ("Peace" movement, Soviet Friendship Societies) or to special groups in the population such as veterans, students, youth, women, racial and religious minorities, and intellectuals. Each organization or group of importance should be presented with information as to name, size, character of membership, techniques of recruitment, affiliated national and international

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organizations, key figures, funds, aims, methods of operation (both overt and covert), propaganda policies and techniques, utilization for the purpose of espionage and sabotage or as a cover for paramilitary activities, strength or weakness of Communist influence within the groups, internal differences or rivalries among the leadership, influence in national or local affairs, and ability to affect U.S. interests. When feasible, such information may be presented in tabular form. Discuss the significant history, covert apparatus and relationship of these agencies to Communist and Communist influenced organizations outside the country. (Correlate with Section 53.) Note should be made of the extent and manner in which subversive activities are supported by economic, political, military and other action. The discussion should everywhere indicate to what extent these organizations have succeeded in infiltrating the economic, social, political, military, and cultural life of the country and have gained control over key positions in government, the armed forces, commerce, industry, transportation, and communications. Whenever possible the reasons for failure or success should be explained and probable trends should be indicated.

C. Other subversive activities

This subsection should include a discussion of all non-Communist extremist groups that threaten to overturn the existing order by extralegal means, including any underground, guerrilla or resistance movements. It should provide detailed information on the origin and history, political doctrine, aims and tactics, character of membership, organization, leadership, financing, methods of operation, propaganda policies and techniques, affiliations with other national and international organizations, and clandestine activities of each group and should attempt to estimate its subversive potential. The relationship of such movements to the Communists should be noted, including Communist cooperation, support or influence. It should also include the subversive activities of representatives of non-Communist countries directed against the country or against the prestige of the Western democracies.

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D. Comments on principal sources

This subsection is to serve the following purposes:

- 1) To provide an evaluation of the principal source material used in preparing the Section and thereby inform the user of the general credibility to be accorded the intelligence contained in the Section..
- 2) To indicate those aspects of the subject about which information is deficient or unavailable and thereby provide collectors of information with collection targets. In this connection, the principal sources (not necessarily all sources) actually used should be indicated.

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Section 58. Propaganda

- A. General
- B. Domestic propaganda
- C. Propaganda directed abroad
- D. Propaganda by foreign countries
- E. Comments on principal sources

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Section 58. Propaganda

For the purposes of this Section, propaganda covers governmental and other group action to influence for national purposes individual and collective attitudes and behavior at home and abroad. This Section will indicate the content, extent, and adequacy of domestic and foreign propaganda. Mass communication media and extent of their use are to be discussed in detail in Chapter IV, Section 43, under Public Information.

A. General

This subsection should endeavor to bring into perspective the categories of propaganda contained in the remainder of the Section. It should give an overview of the relative importance of the following elements of the propaganda effort: the process of conscious manipulation of any or all means of communication, the ideas and doctrines disseminated by means of such manipulations, and the plans and projects as well as agents established or used to further such ideas or doctrines. The prevalent attitude of the people toward propaganda should be noted, i.e., resistance toward or awareness of propaganda as such, both the domestic variety and foreign. The part played by important educational, religious, and social groups and traditions should be noted. This subsection should also discuss the extent and aims of the nation's propaganda effort abroad in relation to its regional and international political and economic status.

B. Domestic Propaganda

Explain overall domestic propaganda activity, both governmental and private, with a general overall analysis of objectives, content, method, overall effectiveness and target groups. Some general observations should be made concerning the degree of susceptibility of the target groups as a whole. (Correlate with Section 42 and other pertinent sections.) Discuss the organization and functioning of the major domestic propaganda agencies and efforts in terms of the following criteria:

- 1) Identification and description of activity or group. In addition to the name and principal location of each organization or group, indicate: any international connections; approximate size of effort -- giving number of offices and personnel; source of funds; level of expenditures; leadership in terms at least of names, general background, connections and ability; real source of sponsorship

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or control, with an indication as to whether target groups are aware of such control; and method of operation, whether overt, clandestine, or both.

2) Objectives, themes, and target groups. Give the major long and short range objectives of each propaganda group and the principal themes utilized to achieve them. Indicate briefly specific target groups at which the effort is aimed in terms of themes and priorities. Discussion of the target groups themselves here should be limited to an evaluation of their significance and why they have been selected as a target group by the agency concerned. (For the primary treatment of such groups correlate with other appropriate sections.)

3) Content. Describe, wherever possible, specific message content used to put themes across, such as use of slogans, e.g., "Asia for Asiatics," catchwords, "Iron Curtain," symbols, "capitalism," etc.

4) Communication methods used. Describe in some detail, where possible, the methods and media used by the agency concerned covering the extent, kind, and effectiveness of use of: press and periodicals, books and libraries, information centers, exhibits, posters, radio and TV, motion pictures, and person-to-person communication, e.g., planted rumors, whispering campaigns, lectures, paid agitators, etc. (Correlate with Section 43, Public Information.)

5) Effectiveness. Where possible, analyze the effectiveness of coverage and the degree of penetration.

C. Propaganda directed abroad

Deal very briefly with the organization and functioning of the effort and major agencies or groups involved in directing propaganda abroad. Because recipient phases of the effort involved, e.g., target audiences, organization and methods abroad, and effectiveness will be dealt with in some detail by the NIS written on the recipient country(s), these phases need not be dealt with here; rather emphasis should be on an identification of the headquarters' organization, objectives, control, foreign influence, source of funds, leadership, etc.

D. Propaganda by foreign countries

With the exception of a deemphasis of discussion on the facilities and organizations physically located outside of the country which will be covered in some detail by the NIS on such country, discussion of this phase of propaganda

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should be conducted generally along the lines of the criteria listed above on Domestic Propaganda. The major efforts of both friendly and unfriendly countries should be covered and the relative effectiveness of each major effort should be estimated. In addition to the points listed above, note should be made of the extent and effectiveness of exchange programs, binational centers, and visiting official, cultural, scientific, and sports delegations. (Correlate with Sections 42 and 43.)

E. Comments on principal sources

This subsection is to serve the following purposes:

- 1) To provide an evaluation of the principal source material used in preparing the Section and thereby inform the user of the general credibility to be accorded the intelligence contained in the Section.
- 2) To indicate those aspects of the subject about which information is deficient or unavailable and thereby provide collectors of information with collection targets. In this connection, the principal sources (not necessarily all sources) actually used should be indicated.

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Section 59. Key Personalities

- A. General
- B. Individuals
- C. Comments on principal sources

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Section 59. Key Personalities

A. General

Point out briefly the general characteristics of the group of personalities selected for treatment in this Section, particularly with reference to political affiliation, education and training, experience, religion, and social status. Also note the nature and social status of the groups through which the individuals rose to power.

Indicate clearly the basis on which personalities were selected for treatment in this Section. If the nation produces few leaders or if there are few or not leaders in certain fields such as labor, indicate the major factors underlying this situation.

B. Individuals

This Section should consist of individual studies of key people who play or are likely to play vital roles in the fields of politics, government, religion, education, art and cultural activities, labor, business or public information. Each individual study should cover the following areas: 1) the subject's position, influence and potentialities in his respective field; 2) his or her personality as revealed by significant attitudes and behavior, and interests and aptitudes; 3) education and occupational history; 4) group (family, class, racial, ethnic, national, and other) affiliations; 5) religious background and extent of participation in religious activity; and 6) personal accomplishments (publications, knowledge of languages, etc.); 7) attitudes and predispositions toward the United States, U.S.S.R., and other countries and toward major national and international problems; 8) any significant personal interests or hobbies which might have a bearing on accessibility and a determination of vulnerabilities; and 9) media habits.

C. Comments on principal sources

This subsection is to serve the following purposes:

1) To provide an evaluation of the principal source material used in preparing the Section and thereby inform the user of the general credibility to be accorded the intelligence contained in the Section.

2) To indicate those aspects of the subject about which information is deficient or unavailable and thereby provide collectors of information with collection targets. In this connection, the principal sources (not necessarily all sources) actually used should be indicated.

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CHAPTER VI

Section 60

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SECTION 60. Introduction

- A. Economic structure
- B. Economic dynamics
- C. Economic planning
- D. Strategic aspects of the economy

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Section 60. Introduction

The purpose of this Section is twofold. Firstly, it is designed to give an integral view of the structure of the economy, the pattern and direction of its development, and the capacity of the economy to adjust itself to external or internal political, economic and social changes. Secondly, it is to serve as a frame of reference for proper evaluation of the material, both factual and interpretive, presented in the subsequent sections of the chapter.

Detailed accounts of the component parts of the economy are to be presented in the respective sections of this and other chapters and supplements. Here, the task is to define the significant aspects of each sector of the economy, to assess the part it plays in the total economic scope and direction of the economic process. It should present the overall production or other figures needed to indicate the position of any vital industries (such as steel), both in the structure of the economy of the area and in relation to world production.

A. Economic structure

This subsection should be given over to a statement in broad terms of the main structural features of the economy. It should examine the position and importance of the various sectors of economic activity both in terms of their contribution to national income and in relation to the country's resources and to their potential development. Note the relation of the various sectors of the economy to national stability.

It should also discuss types and rate of domestic capital accumulation recent pattern of utilization, and factors stimulating or limiting capital formation such as private or government investment policies, domestic and foreign markets, foreign investments, etc. The discussion should, moreover, analyze the nature of the economic development in terms of changes in the composition of the gross product.

B. Economic dynamics

This subsection should be devoted to a definition and analysis of the forces, including socio-economic trends and attitudes, which at present

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determine the orientation of the economy. The discussion should examine the technological advance of economic processes as it affects the various sectors of the economy. Note the effect, if any, of U.S. and other foreign activities in the country which have significance to the economy. Evaluate the competitive strength of the economy in terms of productivity of labor, degree of mechanization, etc., and appraise the ability of the economy to make appropriate adjustments to change, including changing patterns of world trade. It should also examine the role of the state in controlling and influencing economic organization, activity, and development and should evaluate the significance of entrepreneurial activities of the state.

C. Economic planning

Describe briefly the orientation of current national policy and indicate the areas of economic activity to which it applies, the scope and orientation of long-range economic planning, and examine critically the degree of disparity between plans and economic capabilities of the area. Note important factors influencing economic planning and development such as the ability and attitudes of the economic elite, its political power and international ties. Indicate how the government proposed to finance the realization of its long-range economic plans, and examine the extent to which such plans are being realized. Discuss the nature and amount of assistance, if any, from abroad (e.g., ECA, Eximbank, Morrison Knudsen, etc.) in furthering plans.

D. Strategic aspects of the economy

In this subsection discussion should cover the problem of the strategic supply position and economic war potential. Here must be examined the extent to which the country is or can readily become self-sufficient in its major requirements and what conditions must be fulfilled in order to increase the degree of self-sufficiency of the area. The problems of self-sufficiency and economic capacity for war should be considered not only with respect to available natural resources but also in relation to existing manpower and its technical capabilities, and in relation to available installations affecting production. With respect to manpower;

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consideration should be given to conclusions reached in Chapter IV on problems of mobility, existing skills, adaptability of labor to new productive processes, feasibility of increasing the labor force through mobilization of over-age and under-age laborers and women. With respect to the existing productive plant, attention should be given to the degree of utilization of existing facilities. The analysis should indicate the causes of significant deficiencies or surpluses. It should also indicate the degree to which the economy is vulnerable to military attack, in terms of dependence on a particular sector of the economy or a particular group of installations. In this connection it would be appropriate to consider conclusions reached in Chapter III with respect to the transportation system and the manner in which it affects the economic war potential of the area. Special attention should be given to the economy's vulnerability to manipulation by foreign interest either through infiltration of the economy or external economic measures. To what extent is the nation able to or does it carry on similar activity abroad (cross reference to Section 57 and 58 if appropriate)?

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